

CHALLENGES OF PROVIDING REHABILITATIVE SECONDARY EDUCATION FOR TEENAGE MOTHERS IN WOMEN DAY SECONDARY SCHOOL IN MINNA, NIGER STATE

BY

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Abstract

The study examined challenges of providing rehabilitative secondary education for teenage mothers in Women Day Secondary School Minna, Niger State. Three research objectives, two research questions and one hypothesis guided the study. Descriptive survey design was used with (100) sample size comprise of (80) teenage mothers and (20) teachers. A self-designed questionnaire tagged "Challenges of Providing Rehabilitative Education Questionnaire" (CPREQ) was used and it was validated by four (4) experts with 0.79 reliability index value. Data collected were analysed using frequency counts, percentage to answer research questions and independent t-test was used to test the null hypotheses. Results indicated that, lack of financial support, irregular school attendance, lack of motivation and difficulty in enforcing discipline ranked highest among the challenges in providing rehabilitative education to teenage mothers, the result showed that there is a significant difference between the perception of teachers and students on the challenges of providing rehabilitative education for teenage mothers. Based on the results, it was recommended that among others that, efforts should be made by government and non-governmental organizations to build more schools for teenage mothers and teachers in such schools should be motivated to provide realistic sexuality education to teenage mothers.

Keywords: Rehabilitative education, Teenage mothers and Challenges.

Introduction

People define 'sex' in different ways; the Merriam-Webster Dictionary (2001) defines it as "sexually motivated behaviour". This sound right to us but not everyone agreed with the dictionary definition. People have their own definitions of what "sex" and "having sex" means. For some people it only means penis-in-vagina intercourse, for some people, it is genital rubbing without intercourse, for some it includes masturbation. The possibilities are many for most experts and it includes all of the above (Eweniyi, 2012). According to National Campaign to Prevent Teenage Pregnancy (2020) opined that in whatever way you define it, being sexual with another person -whether it means kissing, touching or intercourse- involves a lot of responsibility. It is very important to protect yourself against pregnancy and sexually transmitted infections and you need to make decisions about protection before you engage in vagina, anal or oral sex and that is what most adolescent don't know before they engage themselves in sexual intercourse. It should also be noted that because of the nature of sex in the family or among couples, the subject of sex is often not discussed openly within the family. Adults speak about sex in low tones such that adolescents don't hear about it. It is regarded as a secret matter to be shared among adults and adults alone (Jackie, 2015). While some attentions have been focused on issues of abortion, venereal diseases and abandoned children, not much attention has been focused on the issues of teenage pregnancy a problem that encompasses majority of the sex problems listed above. This problem has caused many young girls to abandon their education, commit abortion, become teenage parent and many die young (Burt, 2013).

The above situations arose because many adolescents do not have adequate information about sex and sexual matter (Eweniyi, 2012). According to Eweniyi (2008) opined that many adolescent derive sex information outside the

home; thus a lot of them fall victim of sexual exploitation. He further asserted that, teenage pregnancy is defined as pregnancy that occurs in women below the age of 20 years it is common that at this age the girl has not completed her education and she is completely dependent upon her parents, thus unable to provide for the unborn child. According to Formugiwa (1997) teenage pregnancy is also a situation which involves female adolescent. A teenage female can be pregnant as early as age twelve or thirteen, although it is usually fourteen and older. The fact that teenagers become pregnant is related to many factors. These are related to the specific situation of the teenagers, and the group that she interacts with. The rate at which teenage pregnancy occurs varies from country to country and is related to differences in sexual activities, the general sex educations are provided and contraceptives being available (Eweniyi, 2008). He further maintained that, when you are a parent of a teen, pretty much everything you do embarrasses your son or daughter and that goes double when you try to talk to your teen about sex. Though parent are probably the best source of reliable information and also the last person with whom teens want to discuss sex. Nonetheless, parent should be prepared to talk to their teens about sex, because if you do not the teens or adolescent will get information from peer groups which are not a good source of information.

In Nigeria today, teenage pregnancy is by no means a small phenomenon. The poverty level of Nigeria and the general poor economic and social development of the nation have made the problem a serious one. For instance, Odeomelan (1998), states that teenage pregnancy is a reality. Formugiwa (1997) reported a prevalence of 50,000 cases of teenage pregnancy in Nigeria. Fagoyin (2014) discovered that 10 out of every 20 teenage aged between 15 and 20 years in Oseile, Ogun State, had a baby or committed abortion. Ogbonna and Ezenwu (2017), found out that there were 87 teenage pregnancies in 13 primary and 3 secondary school in Oguta in Imo state, Nigeria between 1989 and 1996. Odeomelan (1998), longitudinal study in an institutionalized home for pregnant teenage girls found out that between 1986 and 1997, 1295 babies were born. Odeomelan (1998) further reported that between 1993 and 1997 there was an astronomical increase in teenage pregnancy. The prevalence of the problem all over the world has been variously reported by authors and writers. For example, Contact (2019), reported that more than one million teenage girls in United State become pregnant each year just as over 400,000 teenagers get abortion and nearly 470,000 give birth. Robin Hood Foundation (2016) revealed that each year in the United State nearly one million teenagers (10%) for female between 15 - 19 years become pregnant; this situation has prompted government and non-governmental organization to put different programmes in place to stem the tide of teenage pregnancy in the country.

The prominent effect of teenage pregnancy include teenagers dropping out of school, child abandonment, loss pertaining their future career, employment opportunities, lack of husband, abortion and vesicovaginal fistula (VVF) diseases and also poverty. However, many of the teenage mothers dropped out of school as a result of this pregnancy and because many face difficult situations regaining admission into schools, coupled with poverty or lack of money, the Niger State government has gone ahead to establish a secondary school to cater for the education of these young mothers. This is the focus of the present study to investigate the challenges involved in providing rehabilitative secondary education to the teenage mothers.

Statement of the Problem

Girls that have suffered teenage pregnancy have been known to drop out of school. This situation is further reducing the number of girls attending school especially in a state like Niger State where girl child education has been a problematic. Many researchers such as Eweniyi, (2008), Eweniyi, (2012), Fagoyin (2014), Ogbonna and Ezenwu (2017), Odeemelem(1998), have worked on different aspects and issues of teenage pregnancy but none has dwelt on the educational rehabilitation of teenage mothers. Therefore this study aimed at studying the challenges of providing rehabilitative secondary education to teenage mother has been done in Women Day Secondary School in Minna, Niger State.

Objectives of the Study

The main purpose of this study was to determine the challenges involved in providing rehabilitative secondary education to teenage mothers. However, the following specific objectives guide the study:

1. To access the challenges in providing rehabilitative education to teenage mothers as perceived by the teachers.
2. To ascertain the challenges in providing rehabilitative education to teenage mothers as perceived by the students themselves.
3. To examine if there is any difference in the perception of students and teachers on the challenges in providing rehabilitative education to teenage mothers in Niger State.

Research Questions

This study answered the following questions:

1. What are the challenges in providing rehabilitative education to teenage mothers as perceived by the teachers?
2. What are the challenges in providing rehabilitative education to teenage mothers as perceived by the students themselves?

Research Hypotheses

The following research hypotheses were generated and tested.

H₀₁: There is no significant difference between the perception of students and teachers on the challenges in providing rehabilitative education to teenage mothers in Niger State.

Methodology

The study used the descriptive survey design. Descriptive survey design involves the use of a set of questions or statements related to a particular topic of interest administered through an interview or questionnaire. The study was only interested in describing certain variables in relation to the challenges of providing rehabilitative secondary school education for teenage mothers in Women Day Secondary School Minna, Niger State. The populations of this study consist of the students and teachers in Women Day Secondary School Minna, Niger State. A sample size of 100 respondents, comprise of (80) students and (20) teachers in Women Day Secondary School Minna, Niger State were selected for the study. Simple random and stratified sampling techniques were used in the selection of students and teachers. From the school, 40 students were randomly selected from JSS and SS classes each, giving a total of 80 students in all. Also, stratified sampling technique was used where the teachers were stratified into two strata of gender and (10) male and (10) female teachers were randomly, totaling (20) teachers selected from the school. The major instrument for data collection was a self-designed questionnaire titled “Challenges of Providing Rehabilitative Education Questionnaire” (CPREQ). The instrument has two sections A and B. Section ‘A’ deals with biographical information of the respondents and section ‘B’ consists of statements generated to know the challenges of providing rehabilitative secondary school education for teenage mothers to be rated on a four point modified Likert scale. The validity of the instrument used in collecting data was subjected to face and content validity through four experts. The corrections and recommendations made were effected and it confirmed that the instrument was valid and good for the study. The reliability of the instrument was established using test retest method and it was administered on (40) respondents who were not part of the study twice within two weeks intervals, after which the two set of scores were correlated using the Pearson Product Moment Correlation Coefficient. This gave a coefficient of 0.79 which was high enough to confirm the reliability index value. The instrument was administered personally by the researchers on the respondents. The researcher ensured that the respondents completed the questionnaire in good time. The researchers used frequency counts, percentages to analyse the research questions while independent t-test was used to test the null hypotheses formulated.

Results

The results are presented below.

Research Question One: What are the challenges in providing rehabilitative education to teenage mothers as perceived by the teachers?

Table 1: Perception of teachers on the challenges of providing rehabilitative education to teenage mothers

S/N	Challenges	N		%	
		Agreed	Disagreed	N	%
1	Difficulty in bringing teenage mothers back to school	11	55%	9	45%
2	Lack of financial support	20	100%	-	-
3	Difficulty in combining child rearing with schooling	12	60%	8	40%
4	Lack of helper	14	70%	6	30%
5	Nursing baby	15	75%	5	25%
6	Difficulty in enforcing discipline	7	35%	13	65%
7	Irregular school attendance	13	65%	7	35%
8	Difficulty in controlling teenage mothers	9	45%	11	55%
9	Lack of husbands	11	55%	9	45%
10	Stigmatization	15	75%	5	25%
11	Lack of motivation	12	60%	8	40%
12	Poor study habit	15	75%	5	25%

13	Husbands' control	18	90%	2	10%
14	Problem of self-concept and self-esteem	17	85%	3	15%

The table above showed the challenges in providing rehabilitative education to teenage mothers as perceived by the teachers themselves. The table shows that difficulty of teenage mothers, financial support, child rearing, lack of helper, nursing baby, irregular school attendance, lack of husbands, lack of husbands, stigmatization, motivation, study habit and problem of self-concept are strong challenges in providing rehabilitative education for teenage mothers. The order of importance of these challenges in providing rehabilitative education for teenage mothers is revealed in the number of respondents (percentage) that responded positively to each of the challenges.

Table 2: Showing perception of students on the challenges of providing rehabilitative education to teenage mothers

S/N	Challenges	N		%	
		Agreed	%	Disagreed	%
1	Difficulty in bringing teenage mothers back to school	60	75%	20	25%
2	Lack of financial support	66	82.5%	14	17.5%
3	Difficulty in combining child rearing with schooling	74	92.5%	6	7.5%
4	Lack of helper	70	87.5%	10	12.5%
5	Nursing baby	55	88.8%	25	31.3%
6	Difficulty in enforcing discipline	78	97.5%	2	2.5%
7	Irregular school attendance	79	98.8%	1	1.3%
8	Difficulty in controlling teenage mothers	70	87.5%	10	12.5%
9	Lack of husbands	72	90%	8	10%
10	Stigmatization	66	82.5%	14	17.5%
11	Lack of motivation	80	100%	-	-
12	Poor study habit	74	92.5%	6	7.5%
13	Husbands' control	73	91.3%	7	8.8%
14	Problem of self-concept and self-esteem	70	87.5%	10	12.5%

The table above shows the challenges in providing rehabilitative education to teenage mothers as perceived by the students themselves. The table shows that difficulty of teenage mothers, financial support, child rearing, lack of helper, nursing baby, difficulty in enforcing discipline, irregular school attendance, lack of husbands, difficulty in controlling teenage mothers, lack of husbands, stigmatization, motivation, study habit and problem of self-concept are strong challenges in providing rehabilitative education for teenage mothers. The order of importance of these challenges in providing rehabilitative education for teenage mothers is revealed in the number of respondent (percentage) that responded positively to each of the challenges by students.

Hypotheses Testing

Ho₁: There is no significant difference between the perception of students and teachers on the challenges in providing rehabilitative education to teenage mothers in Niger State.

Table 3: Analysis of t-test showing difference between the perception of teachers and students on the challenges in providing rehabilitative education to teenage mothers

Group	N	X	Std	t-cal.	P-value	Sign. level	Remark
Teachers	20	10.31	7.03				Ho
Students	80	72.03	7.47	1.89	0.03	0.05	Rejected

The results presented above showed that, P-value of 0.03 was less than 0.05 level of significance. Thus, the null hypothesis was rejected. There is a significant difference between the perception of teachers and students on the challenges in providing rehabilitative education to teenage mothers.

Discussion of Results

The first finding of this study indicates the perception of teachers and students on the challenges of providing rehabilitative education to teenage mothers. The study reveals that difficulty in upbringing teenage mothers back to school, lack of financial support, difficulty in combining child rearing with school, nursing baby, irregular school attendance, poor study habit, problems of self-concept and self-esteem, husband control, lack of motivation,

stigmatization, lack of husband, lack of helper, difficulty in enforcing discipline and difficulty in controlling teenage mothers are among the challenges of providing rehabilitative education to teenage mothers. These findings support the conclusion of Odoemelam (1998) and Eweniyi (2012), the issues of lack of finance, lack of helper, difficulty in combining child rearing with schooling, lack of husband; stigmatization could serve as the challenges of providing rehabilitative education to teenage mothers. Also, Ogbonna and Ezenwa (2017); Contact (2019), all support difficulty in bringing teenage mothers back to school, nursing baby, poor study habit, husband control and problem of self-concept and self-esteem as challenges in providing rehabilitative education to teenage mothers.

The hypothesis one shows that there is a significant difference between teachers and students on the challenges of providing rehabilitative education to teenage mothers. However, this work runs contrary to the findings of Eweniyi (2008;2012), who established no significant difference between the respondents on the challenges of providing rehabilitative education to teenage mothers. It was also affirmed by Burt (2013) and Fagoyin (2014) that teachers are highly experienced due to their exposure to seminars and workshops than the students, this might account for a significant difference in their views. But, Eweniyi (2012), believed that societal beliefs, norms, values and socio-economic status of participants could serve as a reason that account for no significant difference on providing rehabilitative education to teenage mothers. He further buttressed that the nature and nurture factors may account for the no significant difference between the two groups in the various studies conducted.

Conclusion

Based on the findings of this study, a number of conclusions were reached. Firstly, it is important to say that providing rehabilitative education for teenage mothers is a problem in the area of the study and it must be checked in order to salvage the education and wellbeing of the teenage mothers. There is strong consideration of finance and motivation in providing rehabilitative education to teenage mothers. Also, today the issue of lack of helper to the teenage mothers is not yet considered. This is a big problem to the socio-economy and cultural development of our nation.

Recommendations

The need to provide rehabilitative education to teenage mothers is still low and the rate of teenage mothers keep on increasing at an alarming rate. Efforts should be geared up towards providing rehabilitative education to the victims. Based on the findings, the study recommended that:

1. Government and non-governmental organizations should ensure that more rehabilitative schools for teenage mothers are built to cater for the teenage mothers educational needs.
2. Provision of recreational centers to engage the attention of the teenage mothers is very important. School should always occupy teenage mothers in positive activities.
3. Governments and nongovernmental organizations can jointly provide financial assistance that can help the teenage mothers in child rearing and be able to attend school regularly.
4. It must be realized that providing rehabilitative education to teenage mothers cannot be achieved by Government alone, solution can only come from many elements of the society-Parents, Mosques, Churches as well as other agencies.

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